



THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FLORIDA

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MEMORANDUM

August 20, 2015

TO: Keith Oswald
Chief Academic Officer

FROM: Mark Howard
Chief, Performance Accountability

SUBJECT: FY2015 ANALYSIS OF THE TEAMWORK USA PROGRAM

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The Department of Research and Evaluation (DRE) has completed an analysis of the performance of students (see Table 1) who participated in the Teamwork USA Program, administered in FY2014 at three District schools¹. Teamwork USA hopes to improve student achievement at select Title I elementary schools via its Instrumental Music Program grant. This analysis assessed the students' Spring FY2014 to Fall FY2015 performance on the Reading Running Records (RRR) assessments in Grades K-4 (see Table 2).

Conclusion

The results of this analysis² indicate that there was no statistically significant increase in the percent fluent for Teamwork USA students (see Table 3). However, Teamwork USA students recorded substantial³ mean RRR gains between Spring FY2014 and Fall FY2015 (see Table 4).

It should be noted that we do not have systematic evidence of the fidelity of implementation of the program. Further, it is possible that other similar instructional programs or practices may have accounted for the results found in this analysis. Therefore, we cannot be certain of the cause of these outcomes.

KO/MH/SRR/RP/RW:wgl

Attachment

¹ A list of FY2014 Teamwork USA Program elementary schools was provided to DRE by Area 5's Instructional Support Team Leader. Only schools that assigned a "TW" code in TERMS for participating students were included. These were: Egret Lake, Diamond View, and The Conservatory School at North Palm Beach.

² The Test of Independent Proportions was used to assess changes in the percent fluent from Spring to Fall (see Table 3), while the Paired T-Test was used to assess developmental stage fluency gains (see Table 4).

³ Effect sizes, reported only when statistical significance is found (⁴), are used to provide an understanding of the extent of the educational impact on students. Educational effect sizes, from the least to the greatest, are *Inconsequential*, *Slight*, *Moderate*, *Substantial*, *Extensive*, and *Exceptional*. Effect sizes of *Moderate* and greater indicate a strong educational impact.

Table 1: Key Characteristics of the Students in the Teamwork USA Program with Spring FY2014 to Fall FY2015 Reading Running Records Assessments

Characteristic	Percent of Students	Number of Students
Grade KG	26.0%	65
Grade 1	22.8%	57
Grade 2	16.8%	42
Grade 3	20.4%	51
Grade 4	14.0%	35
Black	48.4%	121
White	25.2%	63
Hispanic	19.2%	48
Other Ethnicity	7.2%	18
English Language Learner	16.0%	40
Exceptional Student Education	10.0%	25
Free or Reduced Price Lunch	72.8%	182
Total Number of Students	100.0%	250

Note: Only schools that assigned a "TW" code in TERM5 for participating students were included.

Table 2: Comparison of the Teamwork USA Program Students Performance on the Spring FY2014 to Fall FY2015 Reading Running Records Assessments

Developmental Stage	Spring FY2014 Percent of Students	Spring FY2014 Number of Students	Fall FY2015 Percent of Students	Fall FY2015 Number of Students
Early Emergent Reader (A-C)	2.4%	6	1.6%	4
Emergent Reader (D-J)	32.8%	82	26.0%	65
Early Fluent Reader (K-P)	35.6%	89	34.8%	87
Fluent Reader (Q-Z)	29.2%	73	37.6%	94

Table 3: Analysis of the Percent of Teamwork USA Program Students Scoring Level K⁴ or above* on the Spring FY2014 to Fall FY2015 Reading Running Records Assessments

Indicator	Spring FY2014 Percent Fluent	Fall FY2015 Percent Fluent	Number of Students	Spring to Fall Difference	Educational Effect Size ⁵
All Program Schools	64.8%	72.4%	250	7.6% NS	NR
The Conservatory School	68.4%	76.3%	215	7.9% NS	NR

Egret Lake and Diamond View are included in all schools but were not assessed individually as they had fewer than 30 students.

* Indicates Early Fluent to Fluent Developmental Level; NS = Not Significant; NR = Not Reported;

⁴ RRR assess student's reading fluency from levels A-Z, with Level K and above being the point at which a student is deemed fluent.

⁵ Educational effect sizes, from the least to the greatest, are *Inconsequential*, *Slight*, *Moderate*, *Substantial*, *Extensive*, and *Exceptional*. Effect sizes of *Moderate* and greater indicate a strong educational impact. Effect sizes, reported only when statistical significance is found (⁵), are used to provide an understanding of the extent of the educational impact on students.

Table 4: Analysis of the Mean Score Teamwork USA Program Students Performance on the Spring FY2014 to Fall FY2015 Reading Running Records Assessments

Indicator	*Spring FY2014 Mean Score	*Fall FY2015 Mean Score	Standard Deviation	Spring to Fall Difference	Educational Effect Size ³
All Program Schools	2.92	3.08	0.42	0.17 ^s	Substantial (+)
The Conservatory School	2.97	3.15	0.41	0.18 ^s	Substantial (+)

Egret Lake and Diamond View are included in all schools but were not assessed individually as they had fewer than 30 students.

* Indicates mean scores that range from 1 to 4 based on: Early Emergent = 1, Emergent = 2, Early fluent = 3, Fluent =4;

^s = Statistically Significant;